

Tennessee Common Core Reading Unit for Grades K-1:

Veterans Day

Learning Objective: The goal of this unit is to teach kindergarten and first grade students to read closely and critically in order to comprehend complex informational text. In this unit, the teacher uses a variety of strategies, including a multi-sensory approach, to actively engage students in analyzing vocabulary, answering text-dependent questions, and creating graphic organizers. Students learn to take collaborative notes using a graphic organizer and to use those notes to develop a deeper understanding of the text through writing. Discussion and writing exercises help students to construct meaning of the text in a way that “sticks.”

Reading Tasks: The first text, “Saying Thanks: November 11 is Veterans Day,” will be read aloud in its entirety for the first read. The text is then read multiple times. The Lexile level for this text is 500. The qualitative measure for the first text is moderately complex based on the vocabulary and sentence structure.

The second text, “A Special Day for Veterans,” will be read aloud in its entirety for the first read. Then the text is read multiple times. The Lexile level for this text is 540. The qualitative measure for the second text is slightly complex.

The third text, “Celebrating Service,” will be read aloud in its entirety for the first read. Then the text will then be read multiple times. The Lexile level for this text is 660. The qualitative measure for the fourth text is moderately complex based on vocabulary and subject matter knowledge.

The fourth text, “Army of One: The Last American World War I Veteran Fights for a Memorial,” is an optional text that can be used to extend this unit. The Lexile level for this text is 680. The qualitative measure for the fourth text is moderately complex based on vocabulary, sentence structure and subject matter knowledge.

All full texts are included in this unit. The texts are also presented with guiding questions for teachers. All of these texts are located in the Tennessee Electronic Library (www.tntel.tnsos.org) and the citation for each text is included. The qualitative measures were

found using the Informational Text Qualitative Rubric found at http://www.tncore.org/english_language_arts/curricular_resources/text_complexity.aspx.

Please note that some words have been glossed and are provided at the end of each text. The glossed words have an asterisk (*). Generally, these are words that can't be defined by context.

Discussion/Language Tasks: The text is presented and explored orally. Collaborative conversations about the content from the texts form the foundation of the lessons.

Writing Tasks: All of the writing tasks for this unit are highly guided and scaffolded by the teacher. At this level, students begin by dictating much of the information to the teacher, copying what the teacher writes on a graphic organizer and using those notes to develop a deeper understanding of the text through writing. In kindergarten, students should use a combination of drawing, dictating, and writing. In first grade, students should move toward more independent writing.

Note: These units are peer-reviewed and have been vetted for content by experts. However, it is the responsibility of local school districts to review these units for social, ethnic, racial, and gender bias before use in local schools.

Common Core Standards:

Strand	Kindergarten	1st Grade
Reading: Informational Text	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>
Writing	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons for the opinion, and provide some sense of closure.</p>
Speaking and Listening	<p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and</p>	<p>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or</p>

	<p>requesting clarification if something is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>information presented orally or through other media.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>
Language	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>
Social Studies (TN Social Studies Standards 2014-2015)	<p>K.26 Locate and describe events on a calendar, including birthdays, holidays, cultural events and school events.</p> <p>K.29 Participate in shared research projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them: Veterans Day.</p>	<p>1.39 Use informational text to help describe the importance of celebrating these national holidays: Veterans Day.</p>

A Note on the Standards: This unit is not designed with an emphasis on Foundational Skills Standards. Teachers are encouraged to address any Foundational Skills Standards that they feel are needed or will enhance this unit.

First Full Text:

Saying Thanks: November 11 is Veterans Day

Get ready to honor our veterans! Veterans are people who have served in the military. The United States military is made up of five main groups--the Army, Navy, Air Force, Marine Corps, and Coast Guard. The military keeps our country safe. About 22 million veterans live in the United States. Americans honor them in many ways.

Parades

Many cities have parades on Veterans Day. People hold United States flags. Veterans dress in uniform*. They march in the parades. Some ride in floats. Bands play patriotic songs. Something that is patriotic shows love for your country.

School Visits

Some schools stay open on Veterans Day. They have special activities. Veterans often visit and give speeches. They talk about what they did for our country.

Thank-You Cards

How do some kids show their thanks? They make cards and write letters. They mail them to nearby medical centers* for veterans. Those centers are located across the country.

Memorials

Many memorials honor veterans. A memorial is a statue or a place that honors a person or an event. Ceremonies* are often held at the memorials.

Students Honor "Lifesavers"

Some students in Nebraska think of veterans as "lifesavers." The kids attend Dakota City Elementary School. They decided to have a candy sale. What did they sell? Life Savers! The students made more than a thousand dollars. They donated* the money to help build a park. The park will honor veterans. It will be called Siouxland Freedom Park. "It will be a living memorial that will honor

veterans--past, present, and future. "We look forward to groups of students coming to visit," says Mike Newhouse. He is the president of the Siouxland Freedom Park project. He is also a veteran.

Source Citation (MLA 7th Edition)

"Saying thanks: November 11 is Veterans Day." *Weekly Reader, Edition 2* [including Science Spin] Nov. 2011: 1+. *General OneFile*. Web. 18 Dec. 2013.

Document URL:

http://go.galegroup.com/ps/i.do?id=GALE%7CA270894297&v=2.1&u=tel_s_tsla&it=r&p=GPS&sw=w&asid=c00e6507b1aa42cc1957f6ff1decd4b6

Gale Document Number: GALE|A270894297

Glossary:

Ceremonies-a formal activity held on an important date

Donated-to give as a gift

Medical centers-hospitals or places to get help from a doctor

Uniform-clothes worn by a group, such as soldiers

Second Full Text:

A Special Day for Veterans

Veterans Day is November 11. On that day we think about the people who have worked to keep our country safe.

How do we honor veterans? People hold concerts to honor veterans. They play music and sing songs to celebrate Veterans Day. Towns have special parades to honor veterans. People carry United States flags. Some veterans wear uniforms*. Some schools invite veterans to visit. The veterans talk to children about the things they did for our country. People build monuments and statues to honor veterans. Some monuments show the names of people who have served our country.

Sean was a Boy Scout in Pittsburgh, Pennsylvania. He was working to get his Eagle Scout badge. Sean had an idea. He wanted to send sweat suits to veterans. Sean and others worked to get people to donate* money for sweat suits. Sean helped send about 60 sweat suits to veterans.

Source Citation (MLA 7th Edition)

"A special day for veterans." *Weekly Reader, Edition 1* [including Science Spin] Nov. 2011: 1+. *General OneFile*. Web. 18 Dec. 2013.

Document URL:

http://go.galegroup.com/ps/i.do?id=GALE%7CA270460698&v=2.1&u=tel_s_tsla&it=r&p=GPS&sw=w&asid=657293b3dcf05a0a852aba98a97469b3

Gale Document Number: GALE|A270460698

Glossary:

Donate-to give as a gift

Uniforms-clothes worn by a group, such as soldiers

Third Full Text:

Celebrating Service

On November 11, people across the United States will celebrate veterans on Veterans Day. A veteran is a person who served in the military.

There are more than 20 million veterans in the United States. The government holds a ceremony every year to honor them. That event is on Veterans Day. It is in Arlington, Virginia. The ceremony includes speeches from military officials.

Many cities also have parades on Veterans Day. The events often include fireworks. "The city of Montgomery, Alabama, will hold a concert this year," says Bob Horton. He works for the Alabama Department of Veterans Affairs.

Horton says taking part in Veterans Day activities is important. "We have the opportunity to honor the men and women who have served in the military, and to thank them for protecting our freedoms."

When was the first celebration to honor United States veterans? The United States government held the first national celebration on November 11, 1919. The holiday originally celebrated the service of veterans of World War I (1914-1918). Now the day is meant to honor all veterans.

Source Citation (MLA 7th Edition)

"Celebrating service." *WR News, Edition 3* [including Science Spin] 5 Nov. 2010: 2+. *General OneFile*. Web. 18 Dec. 2013.

Document URL:

http://go.galegroup.com/ps/i.do?id=GALE%7CA241357102&v=2.1&u=tel_s_tsla&it=r&p=GPS&sw=w&asid=20ab455e43a80b083fc240a3425a9b90

Gale Document Number: GALE|A241357102

Glossary:

Ceremony-a formal activity held on an important date

Fourth Full Text (OPTIONAL):

Army of One: The Last American World War I Veteran Fights for a Memorial

Frank Woodruff Buckles has seen many firsts: the first televisions and even the first teddy bears. But there's still one more first he wants to see: a national World War I memorial in Washington, D.C.

A memorial is something, such as a statue, that honors a person or an event. Buckles remembers World War I well. He was one of nearly 5 million Americans who served in the war. The war lasted from 1914 to 1918. Today, the 108-year-old is the country's only living World War I veteran. That is a person who served in the military.

Veterans Day, on November 11, marks the anniversary of World War I's end. Buckles's newest fight, however, is still going strong. He is trying to get a memorial built.

It's an uphill battle, explains photographer David DeJonge. He is helping Buckles. "Many other wars have thousands of veterans left, but World War I does not have veterans to write to Congress or to rally," DeJonge says. "It's got one left."

That's where students come in. Buckles is asking kids like you to help. He wants students to learn about World War I and hold fundraisers for the memorial.

DeJonge estimates that the memorial could cost more than \$2 million. So far, kids in Texas and Connecticut have raised \$20,000.

If Buckles and his supporters succeed, it would make a big difference, DeJonge says. To succeed is to accomplish a goal. "Kids can personally help America's last World War I veteran complete his dream."

Source Citation (MLA 7th Edition)

"Army of one: the last American World War I veteran fights for a memorial." *WR News, Edition 3* [including Science Spin] 6 Nov. 2009: 3+. *General OneFile*. Web. 18 Dec. 2013.

Document URL:

http://go.galegroup.com/ps/i.do?id=GALE%7CA210918329&v=2.1&u=tel_s_tsla&it=r&p=GPS&sw=w&asid=bab1b192ffd06907a1da32bcbf04a24d **Gale Document Number:** GALE|A210918329

Unit Overview

This is a suggested timeline in which to teach this unit. Times can be flexible to meet the needs of the students and schedules. Due to the age of the students, all text will be read aloud by the teacher. Teachers are encouraged to display the text while reading aloud. Teachers can project the text, write the text on chart paper, or provide an individual copy. Teachers should use multiple readings of the text using choral and echo reading to promote student engagement with the text. Developmentally appropriate teaching strategies such as using graphic organizers and drawing help make this type of close reading and analysis accessible to young children. Teachers should display pictures to aid in comprehension of the texts. Examples of pictures might include: parades, memorials, United States flag, uniforms, and veterans.

Day 1: Read the first text (“Saying Thanks: November 11 is Veterans Day”) aloud, in its entirety. Discuss what the text is mostly about.

Day 2: Re-read the first text in sections focusing on vocabulary and text dependent questions.

Day 3: Re-read the first text. Use the text to write about ways to honor veterans.

Day 4: Read the second text (“A Special Day for Veterans”) aloud, in its entirety. Discuss what the text is mostly about.

Day 5: Re-read the second text in sections focusing on vocabulary and text dependent questions.

Day 6: Re-read the second text. Use the text to write about ways to honor veterans.

Day 7: Read the third text (“Celebrating Service”) aloud, in its entirety. Discuss what the text is mostly about.

Day 8: Re-read the third text in sections focusing on vocabulary and text dependent questions.

Day 9: Re-read the third text. Use the text to write about ways to honor veterans.

Day 10: Create a graphic organizer that explains Veterans Day.

Day 11: Write to a prompt about the texts.

At the end of the unit are extension ideas for using the fourth text as well as extension ideas for Social Studies. There are also suggestions for how to support struggling readers and writers. Finally, there are suggestions for formative assessments to use with this unit.

Directions for Teachers

Day 1: Read the first text (“Saying Thanks: November 11 is Veterans Day”) aloud, in its entirety. Discuss what the text is mostly about. The first read establishes a first familiarity with the text for students. The teacher should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using tone and volume of your voice to help the students understand each line and to provide some context for inferring unknown words.
2. When you have finished reading, discuss what the text is mostly about (main topic). When discussing the main topic, explain to students that the main topic is what the text is mostly about. You can only find the main topic after you have read.
3. Allow students to share with a partner three facts about Veterans Day.

Text Under Discussion	Kindergarten Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the first text, “Saying Thanks: November 11 is Veterans Day” in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this mostly about?” “What is the main topic?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p>	<p>After reading the text aloud, ask the students, “What is the main topic?”</p> <p>Guide students to the main topic and include supporting details.</p> <p>Have students give evidence from the text to support the main topic. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p>

	<p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Day 1 Extension Idea: Teachers may wish to create an essential question for the unit. An example essential question might be, “Why do we celebrate national holidays such as Veterans Day?”

Day 2: Re-read the first text in sections focusing on vocabulary and text dependent questions. Sample text dependent questions are in the table below. Teachers are encouraged to ask additional questions, as well as higher-order questions, that may enhance comprehension. This lesson should take approximately 20 minutes.

Text Under Discussion	Kindergarten Grade Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Saying Thanks: November 11 is Veterans Day</p> <p>Get ready to honor our veterans! Veterans are people who have served in the military. The United States military is made up of five main groups--the Army, Navy, Air Force, Marine Corps, and Coast Guard. The military keeps our country safe. About 22 million veterans live in the United States. Americans honor them in many ways.</p> <p>Parades</p> <p>Many cities have parades on Veterans Day. People hold United States flags. Veterans dress in uniform*. They march in the parades. Some ride in floats. Bands play patriotic songs. Something that is patriotic shows love for your country.</p> <p>School Visits</p> <p>Some schools stay open on Veterans Day. They have special activities. Veterans often visit and give</p>	<p>Use a calendar to find Veterans Day. Discuss the month and day.</p> <p>Who are veterans? What is the military?</p> <p>About how many veterans are there?</p> <p>What are some things that happen during parades?</p> <p>Why do veterans visit schools on Veterans Day?</p>	<p>When is Veterans Day?</p> <p>Who are veterans? What is the military?</p> <p>About how many veterans are there?</p> <p>What is a parade? Why do we have them on Veterans Day? Why do veterans wear uniforms?</p> <p>Why do veterans visit schools on Veterans Day? What do veterans do on school visits?</p>

<p>speeches. They talk about what they did for our country.</p> <p>Thank-You Cards</p> <p>How do some kids show their thanks? They make cards and write letters. They mail them to nearby medical centers* for veterans. Those centers are located across the country.</p> <p>Memorials</p> <p>Many memorials honor veterans. A memorial is a statue or a place that honors a person or an event. Ceremonies* are often held at the memorials.</p> <p>Students Honor "Lifesavers"</p> <p>Some students in Nebraska think of veterans as "lifesavers." The kids attend Dakota City Elementary School. They decided to have a candy sale. What did they sell? Life Savers! The students made more than a thousand dollars. They donated* the money to help build a park. The park will honor veterans. It will be called Siouxland Freedom Park. "It will be a living memorial that will honor veterans--past, present, and future. "We look forward to groups of students coming to visit," says Mike Newhouse. He is the president of the Siouxland Freedom Park project. He is also a veteran.</p>	<p>How do children show thanks to veterans? Why do they mail cards to veterans in medical centers?</p> <p>What is a memorial?</p> <p>What is a ceremony? How do memorials and ceremonies honor veterans?</p> <p>What did these students do to honor veterans? What does the word donate mean?</p> <p>How will the park honor veterans?</p>	<p>How do children show thanks to veterans? Why do they mail cards to veterans in medical centers?</p> <p>What is a memorial?</p> <p>What is a ceremony? How do memorials and ceremonies honor veterans?</p> <p>What did these students do to honor veterans? What does the word donate mean? How is the word "lifesavers" important in this paragraph?</p> <p>How will the park honor veterans? How is a park a "living memorial?"</p>
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Day 2 Extension Idea: Teachers may wish to create a class chart with essential vocabulary. This chart could include words that capture the essence of the meaning of each text. Or this chart could contain vocabulary words that are new to students. Students can be encouraged to use the words from the chart in their speaking and writing.

Day 3: Re-read the first text. Begin a list on ways to honor veterans. This lesson should take approximately 20 minutes.

1. Re-read the first text. Teachers can either read the text aloud or have students read the text independently.
2. After re-reading the text, teachers should make a list of the ways to honor veterans.
3. Make this list on chart paper. Add a title to the list: Ways To Honor Veterans. Using collaborative conversations with students by guiding the students to orally discuss ways to honor veterans.
4. Go back into the text to find information/key ideas. When possible, use the words from the text. Teachers can use complete sentences, phrases or just create a list of words on the chart. Teachers should model the thinking and writing process for students.
5. **Optional:** Students can highlight or underline the words in their own text or teachers can display the text and highlight/underline as needed.
6. Give students a copy of the page “Ways to Honor Veterans” found below (or create your own). Students can copy the teacher chart onto individual papers. First grade or more advanced students can write independently and perhaps add a few details without teacher support. For students who need more scaffolding, see the suggestion below or the suggestions for struggling students at the end of this unit.
7. Students will share their writing with a partner by pointing to the words on the page and reading them.
8. **Note:** This chart will be used throughout the unit after the reading of each text. It may also be used as a reference during the final writing task.

Ways to Honor Veterans

1. _____

2. _____

3. _____

4. _____

5. _____

Additional Scaffold: Some students may not be ready to complete the chart on his/her own. These students may find it helpful to use a combination of drawing, dictating, and writing to complete the task. The template below is provided as an additional scaffold for these students. In the first column, the student draws a picture (Example: parade). In the middle column, the teacher shows the student how to find the word in the text, and then writes the word for the student. In the last column, the student writes the word on his/her own.

Ways to Honor Veterans

Draw a picture.	Teacher writes the word.	Student writes the word.

Day 4: Read the second text (“A Special Day for Veterans”) aloud, in its entirety. Discuss what the text is mostly about. The first read establishes a first familiarity with the text for students. Teacher should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using tone and volume of your voice to help the students understand each line and to provide some context for inferring unknown words.
2. When you have finished reading, discuss what the text is mostly about (main topic). When discussing the main topic, explain to students that the main topic is what the text is mostly about. You can only find the main topic after you have read.
3. Allow students to share with a partner three ways to honor veterans.

Text Under Discussion	Kindergarten Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the first text, “A Special Day for Veterans” in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this mostly about?” “What is the main topic?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that</i></p>	<p>After reading the text aloud, ask the students, “What is the main topic?”</p> <p>Guide students to the main topic and include supporting details.</p> <p>Have students give evidence from the text to support the main topic. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that</i></p>

	<p><i>draw students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p><i>draw students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Day 5: Re-read the second text in sections focusing on vocabulary and text dependent questions. Sample text dependent questions are in the table below. Teachers are encouraged to ask additional questions, as well as higher-order questions, that may enhance comprehension. This lesson should take approximately 20 minutes.

Text Under Discussion	Kindergarten Grade Sample Teacher Dialogue & Guiding Questions	1 st Grade Sample Teacher Dialogue & Guiding Questions
<p>A Special Day for Veterans</p> <p>Veterans Day is November 11. On that day we think about the people who have worked to keep our country safe.</p> <p>How do we honor veterans? People hold concerts to honor veterans. They play music and sing songs to celebrate Veterans Day. Towns have special parades to honor veterans. People carry United States flags. Some veterans wear uniforms*. Some schools invite veterans to visit. The veterans talk to children about</p>	<p>When is Veterans Day? What do we do on Veterans Day?</p> <p>How do we honor veterans?</p> <p>What is a concert? How do concerts honor veterans?</p>	<p>When is Veterans Day? What do we do on Veterans Day?</p> <p>How do we honor veterans?</p> <p>What is a concert? How do concerts honor veterans? Why do people carry United States flags?</p>

<p>the things they did for our country. People build monuments and statues to honor veterans. Some monuments show the names of people who have served our country.</p> <p>Sean was a Boy Scout in Pittsburgh, Pennsylvania. He was working to get his Eagle Scout badge. Sean had an idea. He wanted to send sweat suits to veterans. Sean and others worked to get people to donate* money for sweat suits. Sean helped send about 60 sweat suits to veterans.</p>	<p>What is a monument?</p> <p>Why did Sean want to send sweat suits to veterans? What does the word donate mean?</p>	<p>Why do some monuments have names of people on them?</p> <p>Why did Sean want to send sweat suits to veterans? What does the word donate mean? How do Sean’s actions honor veterans?</p>
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Day 5 Extension Idea: This text introduces the idea of monuments and statues. Teachers can link these words with the words “ceremony” and “memorial” from the first text. Teacher can create a map of these words by illustrating how they are similar and different.

Day 6: Re-read the second text. Add to the list on ways to honor veterans. This lesson should take approximately 20 minutes.

1. Re-read the second text. Teachers can either read the text aloud or have students read the text independently.
2. After re-reading the text, teachers should add to the list of the ways to honor veterans after discussing the details with students.
3. Refer to the chart: Ways To Honor Veterans. Read out loud what is already on the chart. Add new information to the chart.
4. Go back into the text to find information/key ideas. When possible, use the words from the text. Teachers can use complete sentences, phrases or just create a list of words. Teachers should model the thinking and writing process for students.
5. **Optional:** Students can highlight or underline the words in their own text or teachers can display the text and highlight/underline as needed.
6. Have students retrieve their copy of the page “Ways to Honor Veterans”. Students can copy the teacher chart onto individual papers. First grade or more advanced students can write independently and add additional details on his/her own.
7. Students will share their writing with a partner by pointing to the words on the page and reading them.

8. **Note:** This chart will be used throughout the unit after the reading of each text. It may also be used as a reference during the final writing task.

Day 7: Read the third text (“Celebrating Service”) aloud, in its entirety. Discuss what the text is mostly about.

The first read establishes a first familiarity with the text for students. Teacher should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using tone and volume of your voice to help the students understand each line and to provide some context for inferring unknown words.
2. When you have finished reading, discuss what the text is mostly about (main topic). When discussing the main topic, explain to students that the main topic is what the text is mostly about. You can only find the main topic after you have read.
3. Allow students to share information learned about the first Veterans Day.

Text Under Discussion	Kindergarten Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the first text, “Celebrating Service” in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this mostly about?” “What is the main topic?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p>	<p>After reading the text aloud, ask the students, “What is the main topic?”</p> <p>Guide students to the main topic and include supporting details.</p> <p>Have students give evidence from the text to support the main topic. Accept all responses but encourage students to return to the text for details.</p>

	<p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Day 8: Re-read the third text in sections focusing on vocabulary and text dependent questions. Sample questions are in the table below. Teachers are encouraged to ask additional questions, as well as higher-order questions, that may enhance comprehension. This lesson should take approximately 20 minutes.

Text Under Discussion	Kindergarten Grade Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Celebrating Service</p> <p>On November 11, people across the United States will celebrate veterans on Veterans Day. A veteran is a person who served in the military.</p> <p>There are more than 20 million veterans in the United States. The government holds a ceremony* every year to honor them. That event is on Veterans Day. It is in</p>	<p>What is a veteran? What does “served in the military” mean?</p> <p>About how many veterans are there? What is a ceremony?</p>	<p>What is a veteran? What does “served in the military” mean?</p> <p>What is a ceremony? Why does the government have a ceremony on Veterans Day? What happens</p>

<p>Arlington, Virginia. The ceremony includes speeches from military officials.</p> <p>Many cities also have parades on Veterans Day. The events often include fireworks. "The city of Montgomery, Alabama, will hold a concert this year," says Bob Horton. He works for the Alabama Department of Veterans Affairs.</p> <p>Horton says taking part in Veterans Day activities is important. "We have the opportunity to honor the men and women who have served in the military, and to thank them for protecting our freedoms."</p> <p>When was the first celebration to honor United States veterans? The United States government held the first national celebration on November 11, 1919. The holiday originally celebrated the service of veterans of World War I (1914-1918). Now the day is meant to honor all veterans.</p>	<p>According to the text, why is it important to have Veterans Day activities?</p> <p>When was the first celebration to honor United States veterans? Why was it held on this date?</p>	<p>during this ceremony?</p> <p>What are military officials? (There may not be enough evidence to define this word precisely.)</p> <p>According to the text, why is it important to have Veterans Day activities? What does "protecting our freedoms" mean?</p> <p>When was the first celebration to honor United States veterans? Why was it held on this date?</p>
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Day 8 Extension Idea: This text uses the words "served in the military." Have a discussion with students about other meanings of the word "serve" and other examples of the word (serving dinner, serving a volleyball).

Day 9: Re-read the third text. Add to the list on ways to honor veterans. This lesson should take approximately 20 minutes.

1. Re-read the third text. Teachers can either read the text aloud or have students read the text independently.
2. After re-reading the text, teachers should add to the list of the ways to honor veterans. (The third text has very little new information to add to the chart.)

3. Refer to the chart: Ways To Honor Veterans. Read out loud what is already on the chart. After discussing, add new information to the chart.
4. Go back into the text to find information/key ideas. When possible, use the words from the text. Teachers can use complete sentences, phrases or just create a list of words. Teachers should model the thinking and writing process for students.
5. **Optional:** Students can highlight or underline the words in their own text or teachers can display the text and highlight/underline as needed.
6. Have students retrieve their copy of the page “Ways to Honor Veterans”. Students can copy the teacher chart onto individual papers. First grade or more advanced students can write independently.

Day 10: Students will create a graphic organizer about Veterans Day. This lesson should take approximately 20 minutes.

1. Use the details from all three texts to create a graphic organizer about Veterans Day. A sample graphic organizer called “All About Veterans Day” is provided on the following page.
2. Teachers should display the graphic organizer by projecting it or creating it on chart paper. Discuss answers for the graphic organizer. Model the thinking and writing process for students. Students can orally provide the answers for each section of the graphic organizer.
3. For first grade or more advanced students, teachers may use individual copies of the graphic organizer and have students add the details themselves or add the details after the teacher models it.
4. Guide students to use the text to help with spelling the words used to complete the graphic organizer. Continually refer to the text when adding to the graphic organizer.
5. Students will share their graphic organizer with a partner by pointing to the words and reading the words if they created an individual copy. If using a class chart, have the students choral and echo read it.
6. **Note:** This graphic organizer may be used to help students when completing the final writing task.

All About Veterans Day-Page 1

<p>Who</p>	
<p>What</p>	
<p>When</p>	

All About Veterans Day-Page 2

<p>Where</p>	
<p>Why</p>	
<p>How</p>	

**Kindergarten
Informative/Explanatory Prompt**

What is Veterans Day and why do we celebrate it?
Use key details from the text in your writing.

**First Grade
Opinion Prompt**

Use key details and information from the texts to share your opinion about why Veterans Day is important.

Day 11: Students will write using the grade appropriate prompt. This lesson will take about 30 minutes.

1. During a group discussion, work on turning the details from the graphic organizer into complete thoughts. Use the prompt to help. Make sure students can see the prompt. Teachers should model the thinking and writing for students.
2. Teachers will model how to decide on a structure for the writing that makes the most sense based on the prompt and the details/information in the graphic organizer.

Kindergarten example:

- Include an introductory sentence that names the topic
- 1-2 sentences giving details and information about the topic.

First Grade example:

- Introduce the topic
- State your opinion
- Supply a reason for the opinion using details and information from the text
- Provide a sense of closure. This can be a simple restatement of the opinion.

3. Kindergarten teachers may wish to create a class writing example. If so, teachers should take dictation from the students for the sentences. Model the thinking and writing. This can be projected or recorded on chart paper.

4. Continuously refer to the graphic organizer to help with spelling and remind students that the information on it came from the texts. This is a teacher directed/modeled activity that uses discussion to show students how to organize the writing.
5. Teachers model “talking the writing” before writing each sentence. By “talking the writing” the teacher is giving an oral rehearsal of what will be written. Likewise, after writing each sentence, teachers should go back and re-read each sentence, pointing to each work as it is read aloud. Students can then choral or echo read the sentence.
6. For first grade or more advanced students, teachers may wish to have students to write independently to the prompt.

Possible Extension Ideas:

1. The writing can typed by the teacher or by the students. Students can add illustrations or pictures.
2. Students can read their writing to peers. Peers can provide feedback on the writing.
3. Teachers can conference with students to provide feedback on the writing.

Additional Text Extension Idea:

Use the fourth text, “Army of One: The Last American World War I Veteran Fights for a Memorial.” Read the text aloud to students and discuss the main idea. Frank Woodruff Buckles has passed away since this article was written. However, students can access a primary source on Mr. Buckles at: <http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.01070/> On this website, students can listen to audio recordings and watch videos of Mr. Buckles. Students can be lead in a discussion to differentiate between information in the text and the primary sources. This also addresses Tennessee Social Studies (2014-2015) standard 1.40.

Possible Social Studies Extension Ideas:

1. Students can create personal calendars throughout the year. These calendars can be used to locate and record birthdays, holidays, cultural events and school events. This activity addresses Tennessee Social Studies (2014-2015) standard K.26.
2. Teachers can create a collection of photos from Veterans Day throughout the decades. Be sure to include one photo from the first Veterans Day. Have students place them in chronological order. Make this activity a “self-check” activity by writing the year on the back of each picture. This activity address Tennessee Social Studies (2014-2015) standard K.27.
3. If using the unit on or around Veterans Day, students may have some personal experiences to share about activities on Veterans Day. If so, you can create a class narrative about the local events from Veterans Day. This activity addresses Tennessee Social Studies (2014-2015) standard K.28.
4. Tennessee Social Studies (2014-2015) standards K.29 and 1.39 require students to learn about several national holidays. After students have learned about several national holidays, students can compare Veterans Day with other holidays, such as Memorial Day.
5. First grade or more advanced students may enjoy writing an additional task to a more challenging prompt. Example: “Why is it important to have national holidays? Use what you have learned about Veterans Day as an example.”

Support for Struggling Readers and Writers:

Teachers will need to use informal and formative assessment to know the individual needs of his/her students. There are many strategies that can be used with struggling readers to help them access and understand a text. This unit uses reading aloud, asking questions to aid comprehension and define words, repeated readings, choral and echo readings, and creating diagrams to enhance understanding. Further, these units don’t include instruction with the Foundational Skills Standards. All students should have direct, explicit instruction with the Foundational Skills Standards daily.

Likewise, there are many strategies that can be used with struggling writers to help them engage in the writing process. Several of these strategies are described below.

1. **Dictation:** The student will plan and/or rehearse what he/she wants to write about orally. Then the student will tell the teacher what he/she wants to write. The teacher will take dictation. After the teacher writes everything the student said, the teacher should then go back and read each word by pointing to it and creating a voice-to-print match. Having the student echo the teacher and point to the words can repeat this process and provide for needed practice.
2. **Thinking Aloud:** While the teacher is writing, the teacher may want to model the *decoding process* by “thinking aloud.” For example, the teacher may model the decoding process by saying, “The next word we need to write is ‘day.’ Before I can write the word ‘day,’ I need to think about the sounds in the word ‘day.’ First I get my mouth ready to say the word. As I say each sound, I tap it on my finger. /d/ /a/. Day has 2 sounds. Now I will write each sound that I hear.” The teacher may also want to model using the text to help find the word. (“I remember reading that word in our text. Let’s see if we can go back and find it. We can use the words in the text to help us spell.”)

While the teacher is writing, the teacher may want to model the *writing process* by “thinking aloud.” For example, the teacher may model the processes of starting a sentence with a capital letter by saying, “I know that all sentences begin with a capital letter. So I am going to start this sentence with a capital (name the letter).” The teacher may also want to model things such as spacing between words, ending punctuation, and scrolling from left to right while taking dictation. These are all parts of the writing process that may need to be modeled for struggling writers.

3. **Sentence Frames and Stems:** Sentence frames provide struggling writers with scaffolds and structure to help ease the writing process. In a sentence frame, some words are given to students with only a word or two missing for students to complete. The missing words can be substituted with a blank line. For example, in the prompt, “What is Veterans Day?” a sentence frame could look like: Veterans Day is _____. It is celebrated on _____.

Sentence stems usually provide the beginning of the sentence for students and then encourages students to finish the sentence on his or her own. Sentence stems usually don’t include blank lines. This encourages students to use more than one word to complete the sentence and include the ending punctuation. For example a sentence stem from the above example could look like: Veterans Day is...

4. **Clapping and Drawing Lines for Each Word**: In this scaffold, the teacher models how to clap one time for each word in the sentence. Then, the teacher draws a line for each word in the sentence. Finally the student writes each word on the line. If students aren't able to write the whole word, students should be encouraged to write the beginning sound for each word. For example, if the student says the sentence is "Veterans Day is a national holiday." The teacher would clap 6 times and draw 6 lines on the paper. The student would then write the words/sounds. Students should be encouraged to clap with the teacher and eventually learn to clap the words on his/her own. Likewise, the students should be encouraged to eventually draw the lines for each word on his/her own.

Formative Assessment Ideas:

Formative assessment is ongoing assessment that is used to inform and improve instruction throughout the teaching and learning process. Generally following formative assessment, teachers will talk to students and provide feedback and direction. Typically, formative assessment is not used for a performance or academic grade. Formative assessment usually is contrasted with summative assessment.

1. **Quick Write**: Before students read the text on Day 1 of the unit, ask them to do a quick write. A quick write is when students write everything they know about a topic in a short amount of time. During a quick write, students should not worry about handwriting, grammar, or punctuation. A quick write topic for this unit might be: Write everything you know about Veterans Day. Teachers should read the quick writes before beginning instruction on Day 1. This quick write will help teachers assess the level of knowledge on the topic as well as formatively assess basic writing skills.
2. **Exit Tickets/Slips**: Exit Tickets/Slips are typically written responses to questions the teacher poses at the end of a lesson or a class to assess student understanding of key concepts. They are designed to take only a few minutes to complete and are taken up as students leave the classroom. The teacher can quickly determine which students have the key concept, which ones need a little help, and which ones are going to require much more instruction on the concept. In this unit, at the end of each first text reading, students are asked to talk with a partner about something learned from the text. Teachers could follow up this partner discussion with an Exit Ticket/Slip. For students who are just beginning the writing process, these Exit Tickets/Slips could be done verbally as students transition to another activity.

3. **Windshield Check:** This formative assessment can be used to have students check their own understanding of a concept just taught in a lesson. This assessment can quickly let the teacher know if there are major or minor misunderstandings, and help him/her design instruction to clarify any misconceptions before moving on. Using the analogy of a windshield, students will decide which of the following best describes what they know about the concept:

CLEAR = I get it! I thoroughly understand the concept.

BUGGY = I understand it for the most part, but a few things are still unclear.

MUDDY = I don't get it at all.